Respect **Creation** **Fellowship** **Wisdom** **Hope**

ARCHBISHOP BENSON C of E SCHOOL

Accessibility Policy

Chair of Governors	**Mandy Hoare**

Introduction

At Archbishop Benson School, we are proud to be a Church of England school rooted in our local community. In keeping with our inclusive vision and values, we are committed to being the school of first choice for all local families providing an excellent education for all our pupils.

Our policies and procedures are focused on ensuring that we all enjoy and achieve within a nurturing and enriching school community.

Vision:
With **fun and learning**, **hand in hand**, **all things are possible.**

"**I can** do **all things** through **Him** who strengthens me. (Philippians 4:13)

Values:

RESPECT   CREATION   FELLOWSHIP   WISDOM   HOPE

Aims:
To help fulfil this vision the school has the following aims:
- To enable each child to achieve his or her full potential in levels of academic maturity, creativity, spirituality, physical development and independence
- To educate pupils in the principles of the Christian faith, promoting respect for moral values, differing races, religions and ways of life
- To awaken and develop every child's sense of self worth
- To develop respect, commitment and responsibility for others, to equip children to be able to make a positive contribution to the community in which they live
- To provide a wide variety of activities, visits and special events which enrich children's learning

Archbishop Benson School – Accessibility Plan

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability /SEN can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/parents/staff with a disability or SEN that they have:
- total access to our setting's environment, curriculum and information
- full participation in the school community

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy.
- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against SEND pupils in their admissions and exclusions, and provision of education and associated services
  - Not to treat SEND pupils less favourably
  - To take reasonable steps to avoid putting SEND pupils at a substantial disadvantage
  - To publish an accessibility plan

- In performing their duties governors have regard to the Equality Act 2010

- Our setting
    - recognises and values the young person's knowledge/parents' knowledge of their child's disability/SEN
    - recognises the effect their disability/SEN has on his/her ability to carry out activities,
    - respects the parents' and child's right to confidentiality
    - provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

- We will always take needs into account that are NOT SEND but that may impact on progress and attainment.

Increasing access for SEND pupils to the school curriculum

- Consulting with families of SEND pupils to gain understanding of individual needs
- Engaging with external agencies to deliver appropriate support for all pupils
- Compliance with the Local Offer – see School Offer (SEND policy)
- Monitor the attendance of all areas eg. wrap around care, extra-curricular clubs, nurture club, trips/visits.
- Consider provision for SEND pupils when organising trips/visits
- Differentiated curriculum provision for PE, Games etc.
- Provision of regular fun-fit classes

Improving access to the physical environment of the school

- Providing level access to all internal areas
- Providing level/ramped access to all areas of the school grounds and facilities
- Replacing doors/door furniture to all classes in EYFS area
- Improving access paths

- Providing an induction loop to enable full participation in all school/community events (hall & main reception) and also making it known that a radio system of hearing can be arranged upon request.
- Providing accommodation which meets or exceeds current standards for KS2 classes

Improving the delivery of written information to SEND pupils/parents

- Teachers to consider Information sharing in relation to pupils or parents with SEND
- School events to be promoted clearly and concisely, in good time and in a user friendly fashion
- Promote and support the use of all areas of school communication eg. parent/teacher interviews, home/school booklets, website, notice boards, school bulletins, Parent pay and Teacher- Parent school messaging
- User friendly website enabling access to information
- Provide all information in a variety of formats

Financial Planning and control
The Headteacher, SLT and the Resource committee will review the financial implications of the accessibility plan as part of the normal budget review process. Pupil Premium funding may be used to support access to the school curriculum. A full report of Pupil Premium spending will be available on the school website.

Accessibility Action Plan

Access to the physical environment - statutory					
Accessibility Outcome	**Actions to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
All areas to be accessible to all pupils and staff.	Lift or ramp access from Yr R/Yr 1 to the hall and other areas of the school internally.	MH/HG	Long Term	5 years	Identify funding
	Provide lift access to first floor				

	staffroom/offices	MH/HG	Long Term	5 years	Identify funding
	Ramp provision (external) to be DDA compliant (check gradients) Hand rails to be provided.	MH/HG	Medium Term	3 years	MH to obtain advice from Health & Safety Dept. CC.
Accommodation which meets or exceeds the guidelines for all KS2 classes.	Extend Years 5/6 classrooms to improve facilities and accessibility	MH/HG	Medium Term	3 years	Discussions to be had about moving classes
Provide safe footpath/access in the parent car park separate from the parking area.	Proposal becomes part of Cif Bid development plans	MH/HG	Short Term	1 year	Successful outcome of Cif Bid will provide funding
Provide new access gate southwest boundary of KS1 playing field and path to KS1 play ground.	Proposal becomes part of Cif Bid development plans to provide better access/exit to school.	MH/HG	Short Term	1 year	Successful outcome of Cif Bid will provide funding

Ensuring inclusion in the school community					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Adequate signage outside the school.	New signage providing clear direction and instruction to visitors arriving on the site of the school.	MH/HG	Short Term	1 year	Obtain quote
Line painting for disabled bay and safe walkways	Road line painting to make clear safe walkways and parking for disabled visitors.	MH/HG	Short Term	1 year	Obtain quote
External temporary signage for outdoor events.	New signage to be made available for external events. i.e. fete, sports day etc.	MH/HG	Short Term	1 year	Site Staff to act

Internal signage for emergency exits and location of fire equipment and call points.	Signage providing clear instructions to children/staff/visitors.	MH/HG	Short Term	1 year	Site Staff to act
Visual component to Emergency evacuation alarm.	Flashing light to be provided in the solitary areas of the school i.e. toilets (to aid community use).	MH/HG	Long Term	5 year	Obtain quote
Improved access for Hearing Impaired pupils/parents/visitors	Induction Loop to be installed in School Hall. For individual pupils teachers to have radio system available.	MH/HG	Long Term	5 year	Obtain quote

School Archbishop Benson School	
	Date of completion 10/10/19
Name of person who completed audit : Michael Williams	**Role of person who completed audit** **H & S & Compliance Supervisor**

1.

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no – action to be taken and where recorded in Access Plan
1	Do you have an Accessibility Plan?	✓	School website/school office		
2	Was your accessibility plan coproduced with children/young people with SEND, their families and other stakeholders?	✓	SEND Parents Forum meeting Parent Questionnaire		
3	Is everyone in your setting aware of the Equality Act 2010?	✓	Induction folder Copy of Equality Policy in staffroom		
4	Do you have evidence that your setting does not treat pupils/students less favourably and takes reasonable steps to avoid putting disabled	✓	School procedures/policies Data evidence to identify access to		

	pupils/students at a disadvantage in comparison to their peers?		provisions.		
5	Do you have evidence that your school community endeavours to see the child/young person with SEND first and their disability second? (e.g. disability awareness training, education plans which build on a child/young person's strengths as well as addressing their difficulties)	✓	School Offer Individual Provision Maps EHC Data statistics – school clubs		
6	Have you published your SEN information report?	✓	School Offer/SEND policy to be published on school website Annual SEND Report to be published on school website		
7	Is your SEN information report linked to the Local Offer?	✓	School Offer/SEND Policy Local Offer		
8	Do all staff understand the needs of the pupils/students and support them accordingly?	✓	SENDCO support + staff training		
9	Do you have inclusive, whole school policies, processes and practices?	✓	School policies available on website		
10	Do you proactively include pupils/students with SEND, and their families, in all enrichment activities?	✓	Full involvement encouraged and supported. Data evidence available for all groups		
11	Do you celebrate the strengths of pupils/students with SEND and focus on building on what they can do rather than what they find difficult.	✓	IPM & EHCP's Termly reviews Monitoring/assessment		
12	Are pupils/students involved in the recruitment of teaching assistants and other school staff?	✓	Pupil council		

2.

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Are your buildings adapted to ensure that the majority of areas are physically accessible for people with disabilities?	✓	Majority of areas Accessibility Plan and Action Plan.	✓	Inaccessible staffroom Long Term Plan Lift access to/from lower work area Long Term Plan
2	If adaptations are not possible have you found creative solutions to ensure inclusion e.g. moving classes to accessible classrooms?	✓	Previous re-organisation of school accommodation to support the needs of a disabled child.		
3	Are pathways around the setting and parking arrangements safe, easily accessible and well signed?			✓	Access path from rear gate in good condition plus new gate to Moresk to be installed as part of Cif Bid. Pedestrian/traffic segregation to be put in place on Parents Car Park Short Term Plan All paving slab areas to be regularly maintained/ cleaned and replaced if necessary with tarmac.
4	Are emergency and evacuation systems accessible to all e.g. do alarms have both visual and auditory components?			✓	Consider provision of a visual alarm for solitary areas. The visual aid would benefit community users. Long Term Plan
5	Are accessible toilets and changing facilities located appropriately and not used for other purposes e.g. storage?	✓	Annual Inspection by H & S Governor and termly inspection by site staff		
6	Are calm low sensory areas available in the setting?	✓	Sensory room Nurture room		

		Yes	If yes – where can the evidence be found?	No	If no - action to be taken and where recorded in Access Plan
7	Are your rooms (including classrooms) optimally organised for pupils/students with a physical disability?	✓	As far as is practical in such restricted accommodation		Consider re-development of Years 5 & 6 to increase classroom sizes Medium Term Plan
8	Are classroom interiors adapted to ensure access to all areas for pupils/students with sensory needs e.g. using drapes to reduce noise levels and removing clutter to ensure safe access?	✓	Annual consideration		
9	Is furniture and equipment selected, adjusted and located appropriately?	✓	Annual consideration		
10	If needed, and possible, are classroom partitions installed in open plan areas to ensure access for pupils/students with sensory difficulties?	✓	Within the confinements of available space		
11	If intercom messages are used are they always relayed to pupils/students with hearing impairments?	N/A			
12	Are all signs and symbols in Braille for pupils with visual impairments and in picture form for those with communication and learning difficulties.	✓	When required		
13	Are highly visible markings used to ensure the safety of pupils/students with a visual impairment?	✓	Requirements to be considered along with all decorating/refurbishment programmes		
14	Do you consult with pupils/students with SEND regarding the accessibility of classrooms, toilets and changing facilities etc?	✓	Parents Forum SEND consultation exit questionnaire		

3.

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Is accessible signage used, throughout the setting's environment, at all activities and events?			✓	Improved signage to identify level access to buildings and fields Short Term Plan

2	Are pupils/students with SEND included in pupil/student forums e.g. school councils	✓	School council membership to be considered to include a representative for SEND pupils.	
3	Is personalised and creative support arranged so that pupils/students can access all activities including trips /visits and afterschool and breaktime activities?	✓	Data available to evidence take up of school trips/visits, clubs etc.	
4	Do you ensure that financial difficulties do not prevent pupils/students with SEND being included in activities and events	✓	Support available Pupil Premium All groups monitored and DATA available.	
5	Do you ensure that transition from setting to setting is carefully planned and personalised for pupils/students with SEND?	✓	SENDCO to support all transitions – see IPM & EHCP's.	
6	Do you find creative and flexible solutions to ensure that pupils/students with SEND can move easily between classrooms?	✓	All pupils needs are considered individually.	
7	Do you use targeted, small group and/or individual activities to improve self-esteem, confidence and social skills?	✓	IPM's Ability groups SEND policy –School offer.	
8	Do you work closely with families (and the Education Welfare Service if appropriate) to improve attendance?	✓	Learning Mentor/Family support worker Attendance Records/Tracking.	
9	Do you take proactive measures to overcome bullying by implementing anti-bullying policies and approaches	✓	Anti-bullying Policy Behaviour Policy Key Events – Blue Day.	

	Question	Yes	If yes – where can the evidence be found?	No	If no - action to be taken and where recorded in Access Plan
10	Are pupils/students with SEND and their families given explicit information about trips and activities well in advance so that preparations can be made by their families?	✓	Inclusion level/ high attendance Teacher/parent interviews Bulletins SENDCO support.		
11	Are send children involved with EV trips.	✓	Special forms to highlight SEND children needs to ensure proper support and provision available at venues so they feel part of the class/group.		

4

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Do staff have high aspirations and expectations of pupils/students with SEND?	✓	Individual Provision Maps Target setting Attainment figures		
2	Do staff have regular and updated training re additional needs and how the needs can be met?	✓	Regular training for SENDCO's/ Teacher's & TA's		
3	Are children with disabilities encouraged to take part in Music, drama and physical activities?	✓	All to be considered on individual basis Gym fit to be available for targeted groups.		
4	Do class teachers/PE staffs know how to include pupils/students with disabilities in PE?	✓	SENDCO to be available to offer support/signposting to relevant external agencies		

5	Are pupils/students and their families fully involved in the review of individual plans regarding curriculum access?	✓	Termly Assess- Plan -Do -Review Cycle used		
6	Do you use a graduated approach when meeting the needs of pupils/students with SEND?	✓	Fully compliant with SEN Code of Practice and SEND Reforms		
7	Do you use the 'assess, plan, do review' cycle to inform the graduated approach?	✓	See individual pupil assessments		
8	Is the attainment gap between pupils/students with SEND and those without SEND being reduced over time (whilst ensuring the high achievement of the most able)?	✓	Data evidence available No weakness identified in annual inspection of dashboard		
9	Is the progress made by your pupils/students at 'SEN support' and with an EHC plan is as good as that made by pupils/students with SEN nationally?	✓	Data Evidence Available		
10	Do you ensure that homework is accessible to all e.g. by setting homework early in lessons, putting it online (and giving it to families in hard copy who do not have access to the internet)?	✓	All considered on individual basis Support to be available when required		
11	Are cover staff, including supply teachers, clear about the additional needs of pupils/students and how to meet these needs?	✓	School commitment to familiar supply staff to ensure continuity		
12	Are staff given time to plan for pupils/students who need a highly differentiated/individualised curriculum?	✓	Planning		
13	Do pupils/students with SEND have access to appropriate information technology?	✓	SENDCO/OT support/advice available		

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
14	Do all additional adults, including teaching assistant, build positive relationships, support flexibly and facilitating independent learning?	✓	Support personnel to provide flexible, 'team' support		
15	Are auxiliary aids used to ensure that pupils/students with SEND are included in the curriculum?	✓	When required		

5

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Are your SEN Information Report and Accessibility Plan online and in hard copy (for those families who do not have internet access)?	✓	School website/office		
2	Do you promote the 'SEND Information, Advice and Support Service' (SENDIASS) and Independent Supporters www.cornwallsendiass.org.uk	✓	School website/office Parent Cafe		
3	Do you work with parent/carers and young people to ensure that your website is presented in a family friendly way?	✓	Parents Forum Parent Questionnaire SEN Cafe		
4	Do you hold review meetings etc at times when parents are able to attend?	✓	All agreed on individual basis		
5	Have you developed communication channels and review processes that enable two-way information sharing with families?	✓	Agreed review timetable Vle's Home/school booklet		
6	Is information available in a variety of languages?	✓	When required		
7	Is information available in a variety of formats including - 'easy read' - large print - symbols - audio?	✓	When required		

8	Are staff familiar with IT used to share information with people with disabilities?	✓	SENDCO support available		
9	Do you ensure that pupils/students know exactly who they can contact for information, advice and support?	✓	School posters/circle time/nurture group Learning Mentor Family Support Worker		
10	Do you give children/young people and their families information about Family Information Service (FIS), the Local Offer and SEND Information, Advice and Support Service (SENDIASS)	✓	All services to be signposted on school website		
11	Do you signpost families without the internet to One Stop Shops and libraries to access information and the Local Offer?	✓	Website, Sendco SEND Parent Cafe		
12	Do you use the Local Offer and School Messenger to keep up-to-date with SEND developments?	✓	SENDCO's to give regular updates to staff via staff meetings		

1 of 9 Approach and Car Parking

	Question	Yes	No	Action to be taken and recorded in Access Plan
1	Is the building within convenient distance of a public highway?	✔		
2	Is the building within convenient distance of public transport?	✔		
3	Is the building within convenient distance of car parking?	✔		
4	Is the route clearly marked/found?	✔		
5	Is the route free of kerbs?	✔		
6	Is the surface smooth and slip resistant?	✔		
7	Is the route wide enough?	✔		
8	Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	✔		
9	Is it adequately lit?	✔		
10	Is it identified by visual, audible and tactile information?	✔		
11	Is there car parking for people with reduced mobility?	✔		
12	Is the car parking clearly marked out, signed, easily found and kept free from misuse?	✔		
13	Is the car parking as near the entrance as possible?	✔		
14	Is the car parking are suitably surfaced?	✔		
15	Is the route to the building kept free of snow, ice and fallen leaves?	✔		
16	Is the route level? (ie no gradient steeper than 1:20 and no steps)	✔		Consider pedestrian ramp from parents car park

	Question	Y	N	Action Point
1	Is there a ramp, with level surfaces at top/intermediate/bottom?	✓		
2	Is it wide enough and suitably graded?		✓	MH to liaise with H & S officer
3	Is the surface slip resistant?	✓		
4	Are there kerbs and are there edges protected to prevent accidents?	✓		
5	Are there handrails to one or both sides?	✓		
6	Are there (alternative) steps & ramp	✓		
7	Identified by visual/tactile information?	✓		
8	Are there handrails to one or both sides?		✓	MH to liaise with H & S officer
9	Are ramps and steps adequately lit?	✓		
10	Are treads and risers consistent in depth and height?	✓		
11	Are landings of adequate size and are they provided at intermediate levels in long flights?	✓		

3 of 9 Entrances – including Reception

	Question	Y	N	Action Point
1	Is the door clearly distinguishable from the façade?	✓		
2	If glass is it visible when closed?	✓		
3	Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy?	✓		
4	Does it have a level or flush threshold, and a recessed mat well?	✓		
5	Is there visibility through the doorway from both sides at standing and seated levels?	✓		
6	Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear door swing?	✓		
7	Can the door furniture be used at both standing and seated height?	✓		

	Question	Y	N	Action Point
8	Can it be easily grasped and operated?	✔		
9	If the door has a closer mechanism does it have: • Delayed closure action? • Slow-action closer? • Minimal closure pressure?	✔		
10	If the door is power-operated does it have visual and tactile information?	✔		
11	If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?	✔		
12	If there is a lobby, do the inner and outer doors meet the same criteria?	✔		
13	Do lobby layouts enable all users to clear one door before going through the next?	✔		
14	Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye levels?	✔		
15	Does the lighting installation take account of the needs of visually disabled people?	✔		
16	Are floor spaces • Slip resistant, even when wet? • Of a quality that is sympathetic to acoustics – ie not so 'hard' as to cause acoustic confusion? • Firm for wheelchair manoeuvre	✔		
17	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	✔		
18	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	✔		
19	Is it fitted with an induction loop?		✔	MH to liaise with H & S officer - however radio system can be used if required.

4 of 9 Horizontal Movement and Assembly

	Question	Y	N	Action Point
1	Is each corridor/passageway wide enough for a wheel-chair user to manoeuvre and for other people to pass?	✔		

	Question	Y	N	Action Point
2	Is each corridor etc free from obstruction to wheelchair users and from hazards to people with impaired vision?	✓		
3	Do any lobbies allow users (including wheelchair users) to clear one door before approaching the next with minimal manoeuvre.	✓		
4	Is turning space available for wheelchair users?	✓		
5	Do natural and artificial lighting avoid glare and silhouetting?	✓		
6	Are there visual clues for orientation?	✓		
7	Do floor surfaces: • Allow ease of movement for wheelchair users? • Avoid light reflection and sound reverberation?	✓		
8	Are direction or information signs (including means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?	✓		
9	Are there tactile signs and information for those with impaired vision?	✓		
10	Is the maintenance of these items checked regularly?	✓		
11	Is lighting designed to meet a wide range of needs?	✓		
12	Is sufficient circulation space allowed for wheelchair users?	✓		
13	Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	✓		
14	Are seating arrangements/spaces suitable for use by people with visual disabilities?	✓		
15	Are all areas for assembly/meeting equipped with an induction loop system?		✓	Induction loop - Short Term Plan- however radio system can be used if required.

5 of 9 <u>Doors</u>

	Question	Y	N	Action Point
1	Do the doors serve a functional/safety purpose?	✓		
2	If glass, are they visible when shut?	✓		
3	Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door?	✓		

	Question	Y	N	Action Point
4	Does the clear opening width permit wheelchair access	✓		
5	On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?	✓		
6	Is any door furniture/handle at a height for standing/sitting use?	✓		
7	Are door/handles clearly distinguished?	✓		
8	Can the door furniture/handles be easily operated/grasped?	✓		
9	If door closers/mechanisms are fitted do they provide the following: • security linkage? • delay-action closure? • Slow-action closure? • Minimum closure pressure?	✓		
10	Is door/mechanism function checked regularly?	✓		

6 of 9 Toilets

	Question	Y	N	Action Point
1	Is WC provision made for people with disabilities?	✓		
2	Do all lavatory areas have slip-resistant floors?	✓		
3	Are all fittings readily distinguishable from their background?	✓		
4	Are all door fittings/locks easily gripped and operated?	✓		
5	Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	✓		

		Y	N	
6	Is provision made for wheelchair users in disabled toilets?	✓		
7	Is wheelchair approach free of steps/narrow doors/obstructions etc?	✓		
8	Is the location clearly signed?	✓		
9	Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	✓		
10	Are the door fittings/locks and light switches easily reached and operated?	✓		
11	Is there an emergency call system and is someone designated to respond?	✓		
12	Can the emergency call system be operated from floor level?	✓		
13	Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?	✓		
14	Are the fittings arranged to facilitate these manoeuvres	✓		
15	Are hand washing and drying facilities within reach of someone seated on the WC?	✓		
16	Is the tap appropriate for use by someone with limited dexterity, grip or strength?	✓		
17	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	✓		
18	Is the manoeuvring area free of obstruction, eg boxed-in pipe work/radiators/cleaner's equipment/disposal bins/occasional storage, etc and is any difficulty caused by the activity of service contractors?	✓		
19	If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach?	N/A		

7 of 9   Fixtures and Fittings

	Question	Y	N	Action Point
1	Is any server/counter accessible to all users, including those with hearing impairments?	✓		Induction loop for Office/Reception Long Term Plan

	Question	Y	N	Action Point
2	Is it possible for people with disabilities to serve as volunteers?	✓		
3	Where there are display stands, bookstalls etc are they visible/reachable/accessible by people with disabilities?	✓		
4	In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?		✓	Inaccessible staff room Long Term Plan
5	In any staff accommodation is it suitable for use by people with disabilities including wheelchair users with slip-resistant floor, reduced level kitchen units and sink and lever action taps?		✓	Inaccessible staff room Long Term Plan
6	Are all relevant locations clearly signed?	✓		

8 of 9   Information

	Question	Y	N	Action Point
1	Is the building equipped to provide hearing assistance?		✓	Short Term Plan – Induction Loop for Reception
2	Does lighting installation of the building take into account the needs of people with visual disabilities?	✓		
3	Are there large-print versions of information about the building/activities available?	✓		
4	Is there braille information available for people with visual disabilities?	N/A		

9 of 9   Means of Escape

	Question	Y	N	Action Point
1	Is there a visible as well as audible fire alarm system?		✓	Visual component for solitary areas Short Term Plan
2	Are final exit routes as accessible to all,	✓		

	including wheelchair users, as are the entry routes?			
3	Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	✓		
4	Is the evacuation strategy checked regularly for its effectiveness?	✓		
5	Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors?	✓		
6	Are all fire warning devices and detectors checked routinely and regularly	✓		
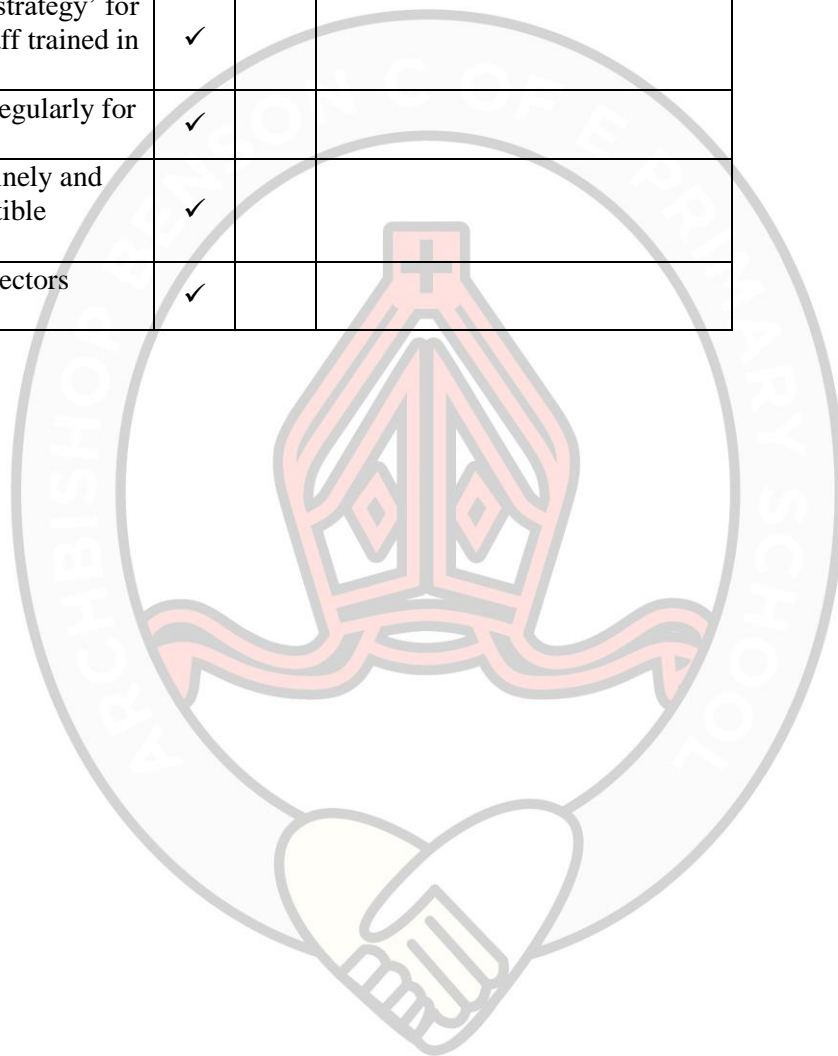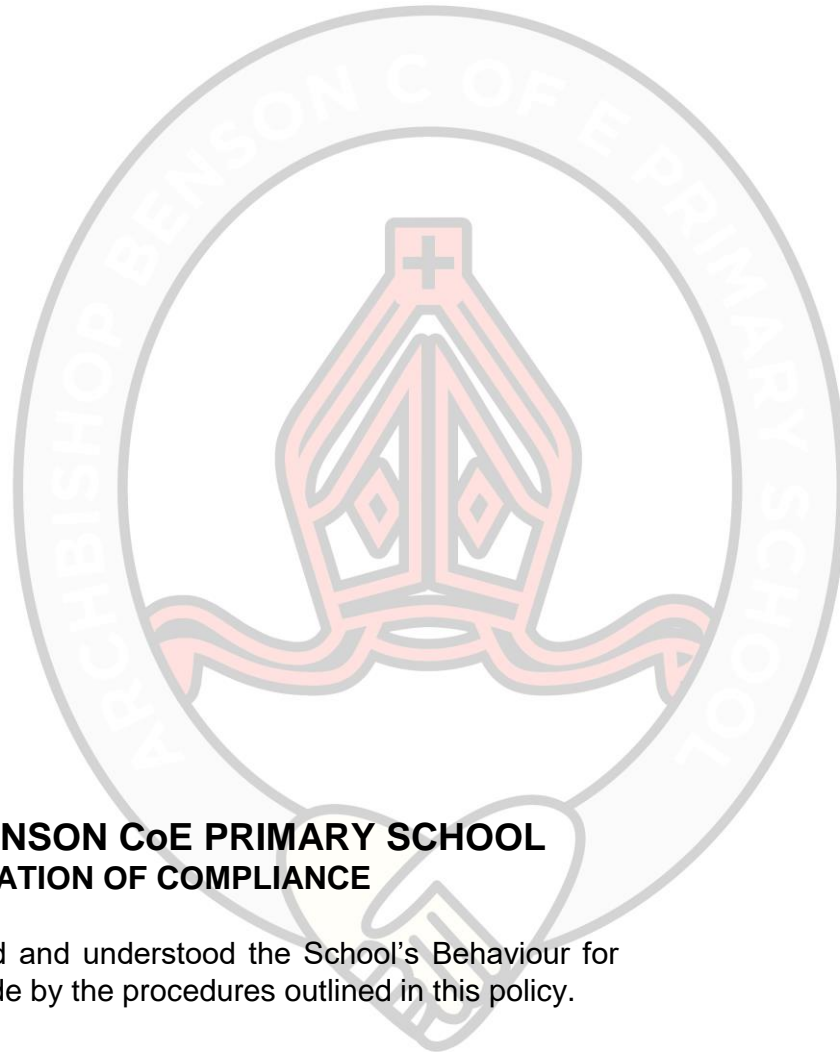
ARCHBISHOP BENSON CoE PRIMARY SCHOOL
DECLARATION OF COMPLIANCE

I hereby confirm that I have read and understood the School's Behaviour for Learning Policy and that I will abide by the procedures outlined in this policy.

SIGNED: _____

PRINT: _____

DATE: _____
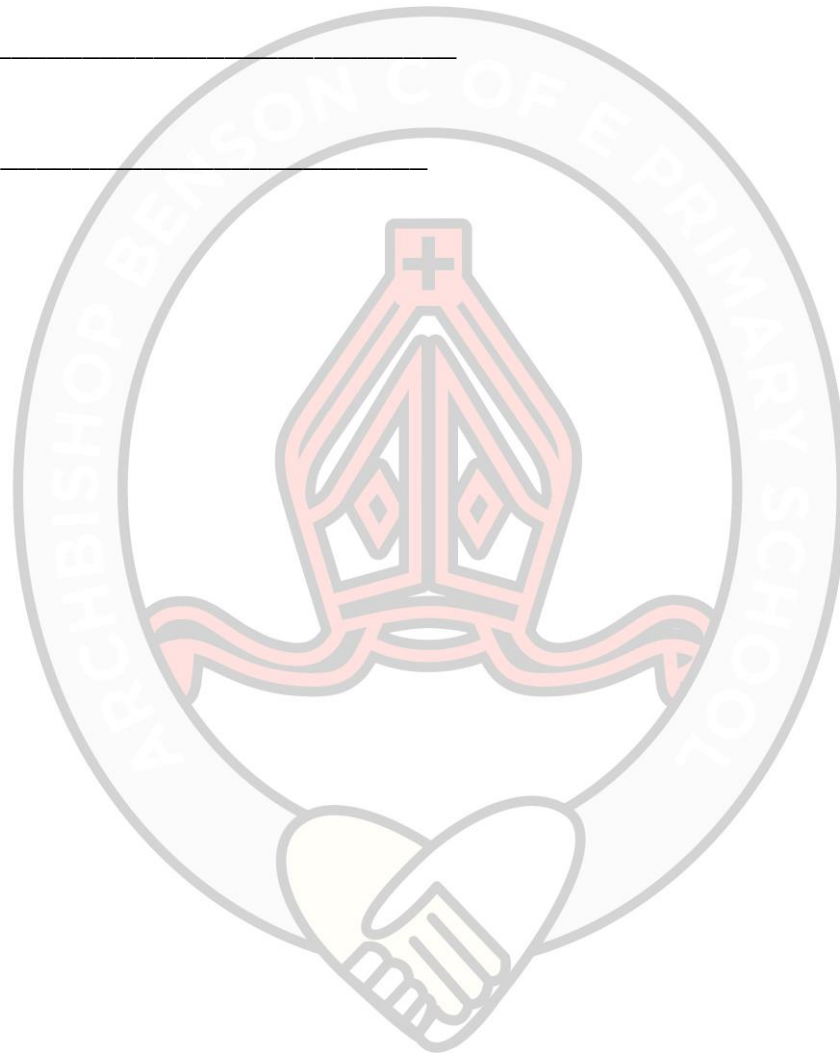
ARCHBISHOP BENSON CoE SCHOOL
BEHAVIOUR FOR LEARNING POLICY

OUR SCHOOL VISION STATEMENT
With Fun And Learning Hand In Hand, All Things Are Possible.
(Lowens Dyscans, Lyf Yn Lyf)

1. Aims of the School
- To enable each child to achieve his or her full potential in levels of academic maturity, creativity, spirituality, physical development and independence
- To provide a wide variety of activities, visits and special events which enrich children's learning
- To awaken and develop every child's sense of self worth
- To develop respect, commitment and responsibility for others, to equip children to be able to make a positive contribution to the community in which they live
- To provide a wide variety of activities, visits and special events which enrich children's learning

2. Policy Rationale
Good discipline and standards of behaviour are key features of a successful school: they encourage children's sense of security and well-being as well as effective teaching and learning. The development of personal qualities and social skills and the fostering of socially acceptable behaviour are an integral aspect of the school curriculum and therefore demand planning. We are committed to developing & nurturing the necessary **behaviour for learning** attitudes & skills to achieve this.

It is responsibility of **every member of the school community** to model, encourage and reward positive behavior throughout the school day. By positive behaviour we mean that we shall:
- Show respect for ourselves, for others and for our environment;
- Treat everyone with consideration and courtesy;
- Be fully committed, both as adults and children to the importance of teaching & learning
- Take a pride in all aspects our school life;
- Contribute positively and to the best of our abilities;
- Be honest, open and fair in dealings with one another;
- Follow the Golden Rules.

To achieve this, we recognise the need to provide the positive framework of a whole school Behaviour for Learning Policy which is developed, reviewed, evaluated, supported and followed by the whole school community. This includes school-based staff, parents, pupils, governors and other friends, professionals and associates of the school.

3. Policy Values and Aims
We believe that all pupils have the right to effective teaching within a stimulating, exciting, and safe environment. In providing such an environment, great emphasis is placed on the valuing of individuals and the development of trust and respect between all who work together within the school community.

3.1 Our aims are:
- To create and nurture a positive school environment based on our unique & distinctive ethos and values as a Christian school.
- To ensure that all members of our learning community feel safe, valued, respected and secure within the environment we collectively create and maintain on a day-to-day basis.
- To establish and maintain approaches to behaviour management that are consistent throughout the school, with a commitment to the explicit teaching & modelling of appropriate behaviours, values, skills & attitudes.
- To set clear high expectations of behavior for all members of the school community and to actively share and embed these with all stakeholders To ensure that every member of our learning community behaves with consideration, respect and concern for others.
- To ensure that there is a clear understanding that we all have the right to learn to the best of our ability, and a responsibility to ensure that all others have an equal opportunity to do so.
- To ensure that behaviour throughout the school, in both structured and unstructured times, supports the school's aim to become an outstanding learning community.
- To ensure a whole-school commitment to a system of behavior management which encourages and supports self-discipline and behaviour modification in our pupils;
- To celebrate positive behaviour amongst all members of the learning community through formal and informal rewards and praise, encouraging and supporting high self-image and self-esteem in all pupils.
- To ensure that our hierarchy of sanctions is clear, fair and, where necessary, is consistently applied by all teaching and non-teaching staff as directed in this policy.
- To manage problems, when they occur, in a caring and responsible manner within a planned and shared structure, in order to reduce the impact of the problem on the smooth running of the school and to support improved behaviour of the individuals concerned.
- To ensure that parents are supportive of the school's policy and that they are directly involved in its implementation wherever this is appropriate and necessary.

3.2 Equal Opportunities

We recognise equal opportunities as the absence of discrimination against anyone, staff, pupil or parents, on the grounds of their sex, race, colour, religion, nationality, ethnicity, national origins, disability, sexuality or marital status.

We believe that the education of all children, regardless of race, gender, social class, sexuality, home background, academic ability or behaviour is intrinsically of equal worth and that all children have a right to experience success, challenge and support within a safe and stimulating environment. This principle of Equal Value lies at the heart of all we do in the school, and is the foundation of this policy.

We are committed to promoting the principles of fairness and justice for all through the education that we provide in our school and we constantly strive to remove any forms of direct or indirect discrimination that may form barriers to positive behaviour, learning and development.

3.3 Social Inclusion

As part of our commitment to the principles of inclusion in education, we endeavour to enable all pupils to learn to their full potential and to support their development as good citizens within the community. Through our faith values and British values, we explicitly encourage our pupils to accept responsibility for their behaviour, to show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.

We are committed to ensuring that all our pupils, including those who are difficult to engage as a result of challenging behaviour and/ or poor attendance, have equal access to the full range of educational opportunities provided by the school and receive the necessary support and intervention to reduce the risk of disengagement and disaffection and to secure good learning outcomes for all our pupils.

PART A

4.0 Behaviour (for Learning) Management

As a Church of England school, we promote a high -profile, proactive, whole-school approach to the **importance of fellowship and our school family**. We seek to be pre-emptive and preventative in our approach to all forms of poor behaviour and related attitudes.

We proactively harness our school ethos and values to teach fellowship skills and to nurture empathy on a daily basis. We regularly remind the children how to use our Fellowship Code (see Appendix 1). We create and celebrate together opportunities for our pupils to "do good". We also seek to encourage our pupils to "will good" i.e. speaking up and doing what is right even when the burden is heavy. Our programme of school worship provides a vehicle to reinforce our high expectations for behaviour by inspiring the children, through stories and prayers, to take a risk and stick up for their peers when they encounter any form of unkindness or unfairness.

We believe that positive expectations, routines & procedures are crucial to facilitating effective behaviour management. A range of processes are in place to support our pupils in managing their own behaviour on a daily basis.

4.1 Code of Conduct

Our Code of Conduct booklet has been formulated with the wellbeing and safety of all pupils and adults within the school community in mind and to enable the school to function efficiently as a place of learning. The code is regularly and explicitly shared with all pupils and staff during whole school worship and within their class groups. It is displayed throughout the school for all members of the school community to see and refer to. A summary of the code is shared with all new parents on entry to the school in order that they too can actively and effectively support the school in developing positive pupil behaviour. The Code of Conduct is reviewed and revised regularly, in line with our policy development & review cycle, or sooner if required.

All members of the school community, which includes pupils, staff, parents, governors and other friends, professionals and associates of the school, are expected to:
- show respect towards each other;
- show respect for their own, other people's and the school's property;
- behave in a manner which supports the process of teaching and learning at all times;

- refrain from any form of bullying or harassment;
- remember that neither physical violence nor retaliation is acceptable;
- refrain from using inappropriate or abusive language.

If any member of the school community has a complaint or grievance against another member of the community, it must be reported to a member of staff, who will refer it to the Head Teacher, Deputy Head Teacher or Assistant Head teacher where appropriate.

4.2 Classroom Management:
The class teacher or adult in charge of the class must have high expectations of the children's behaviour at all times. In order to promote this the following need to be considered:

1. *Shared expectations* e.g. the teacher/member of staff has to model the standards of courtesy & behaviour expected from the children;
2. *Classroom organisation* e.g. established routines and expectations of behavior, seating arrangements, access to materials, visibility, ease of movement
3. *Arrangement of lessons or activities* e.g. when and how children enter and/or use areas or rooms
4. *Work demands* e.g. does it cater for the range of abilities within the class?
5. *Rewards* i.e. a consistent & age-appropriate use of positive reinforcement and praise.
6 *Sanctions* i.e. making sparing but effective use of consequences.

4.3 Class Rules
Each class at Archbishop Benson School follows the whole-school Golden Rules system and also develops their own class- based rules at the start of each academic year. The class rules are linked but not necessarily the same as dining hall, corridor, playground rules and routines. These are based on our school values as well as a shared understanding of the pupils' rights and responsibilities and how important these are to ensure effective teaching and learning within their class. These are written positively, prominently displayed within the classroom, i.e. class reflective area, and referred to regularly in order that they maintain a high profile.

4.4 Whole-School Golden Rules
The 5 Golden Rules are: Be Kind; Try Your Best; Be Respectful; Listen Carefully and Follow Instructions. These rules are displayed in each classroom and around the wider school. They are revisited in detail with the children at the beginning of each academic year and form the basis of the behaviour management language used by adults in the school. Children and adults are expected to follow them at all times. See section 5 below regarding how The Golden Rules link to Golden Time for incentives and consequences.

4.5 Whole School Routines & Procedures
We support positive pupil behaviour by outlining & modelling clear expectations of good behaviour throughout the school during the day, as outlined in our Code of Conduct booklet. Routines support pupils and need to be explicitly taught for:
- the start/end of the day
- settling in class & answering the register
- moving from carpet time to small group/individual work

- collecting equipment
- entering/leaving the classroom
- moving from the classroom to elsewhere e.g. dining hall,
- using the playground
- leaving the Hall after Assembly/PE lunch etc
- worship times
- after-school clubs

Activities (e.g. Circle Time), strategies (e.g. mood pebbles) and documents, e.g. 'The Fellowship Code', are used within the school as part of our common approach and shared language when dealing with behavioural issues.

4.6 Effective Relationships

Every member of the school community has the responsibility for promoting and encouraging positive behaviour at all times. This should include the positive modelling of male-female, adult- adult, adult- pupil and pupil-pupil relationships. We recognise that how we behave and talk to each other is crucial to the development of respect and the maintenance of wellbeing. Younger and more vulnerable children will be supported by older children modelling good behaviour at playtimes e.g. House Captains, Sports Leaders etc.

4.6.1 We use specific **descriptive praise** when we see pupils making a good choice – we can never do too much of this.
Descriptive Praise involves telling people what it is exactly that we like about what they are doing,
By doing this, we are reinforcing the behaviours we want to promote e.g.
'I liked the way you lined up quietly';
'I noticed how kindly you supported S____. Thank
you'
'Thank you for returning to class so promptly' etc.
We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour.

4.6.2 When building relationships with pupils and modelling positive behaviour, all adults are expected to use the **language of choice**. This is part of helping our pupils to take responsibility for their behaviour. We want to actively encourage them to choose the right thing to do, by explaining the consequences of their choices, both good and bad.
We link **consequences to the choices** they make, to help them make the best choice. This language:
- increases pupils' sense of responsibility & ownership of their behaviour;
- regards mistakes as part of learning;
- is positive and seeks to remove the struggle for power;
- overtly links responsibility, choice and consequence.

The use of sarcasm and/or negative language towards any member of the school community is strongly disapproved of and is viewed as detrimental to the development of respect and the maintenance of wellbeing. The pupils' use of language is closely monitored, and the use of racist language, name-calling and language intended to belittle, hurt or threaten other children is taken seriously.

5.0 Rewards and Consequences

A major aim of this policy is to encourage pupils to practise good behaviour by operating a system of praise and reward that supports the pupils in managing their own behaviour. We believe that the encouragement of desirable behaviour is the most effective and positive means of behaviour modification.

5.1 Rewards:

We underpin our approach to behaviour management with a range of rewards,
which are given regularly and publicly, to actively encourage and reward both academic and non-academic achievements.

There can never be too many of these. They are part of the 'language' in this school. They include:

- Smiles
- Descriptive praise (including the use of the Class Behaviour Board or Dojos system)
- Stickers - to reinforce good work and effort made in a range of areas.
- Team points
- Certificates presented in assemblies
- Postcards/notes/phonecalls to parents
- Special responsibilities/privileges including House Captains, Sports Leaders.
- Individual class-based reward schemes
- Sharing achievements with Head Teacher and other adults
- Recognition of public success in the school or wider community

Unless they have a bespoke behaviour plan in place, each child begins each week with 30 minutes of Golden Time. This is then provided on a Friday afternoon, where the children choose from a range of fun activities to participate in.

5.2 Consequence:

We do not believe in sanctions or punishment. It is important for our pupils to clearly link a specific behaviour with its consequence. The consequence needs to be a natural consequence, which makes sense to a child. Consequences are used where necessary and as appropriate to the child and the misbehaviour that has taken place.

5.2.1 Informal consequences could include:

Loss of Golden Time

Golden Time is our primary approach to disseminating rewards and consequences. Each child begins the week with 30 minutes Golden Time on a Friday afternoon. Should their behaviour not meet the Golden Rules, pupils will, after a suitable rule reminder and warning, lose Golden Time in 5 minute increments. In certain instances, teachers may use their discretion to deduct larger amounts of Golden Time if the behaviour and its context is considered serious enough to deem it appropriate. Loss of Golden Time is recorded cumulatively over the week. Children who have lost

15 minutes or more of Golden Time by a Friday afternoon will spend that amount of time with a school leader discussing restorative work around their behaviours. Once that has been completed for the relevant amount of time, they then join their class for the remainder of Golden Time and will begin the next week with a new allocation of 30 minutes. Each class tracks pupils' loss of Golden Time as it is important that if a child is regularly losing Golden Time, parents should be informed and a bespoke behaviour plan may need to be put in place.

Loss Of Golden Time

Low Level Disruption and Contravention of The Golden Rules	1st Instance	Reminder
	2nd instance	Warning using language of the Golden Rules
	3rd Instance	Lose 5 minutes Golden Time
	4th Instance	Lose 10 minutes Golden Time
	5th Instance	Lose 15 minutes Golden Time and work in a partner class.
	Ongoing Instances	Golden Time is lost in 5 minute increments.

Where low-level but recurring poor behaviour is occurring, the class teacher may choose for the name of the child and the incident to be recorded on CPOMs, our behaviour tracking system. These overviews can allow teachers & the headteacher to track and see if a pattern of behaviour is developing.

More notable behavioural incidents will be recorded on CPOMs. There may not be a need to escalate the matter any further but the detail is recorded lest it may need to be referred to in the future

5.2.2 More formal consequences
In the vast majority of cases, Golden Time and informal consequences are effective in supporting a change in a child's behaviour. However if these strategies are proving ineffective, or an individual incident is considered to be of a sufficiently serious nature e.g. persistent bullying, acts of aggression, then more formal consequences/sanctions should be used.

This more formal approach is an escalating scale of response and is designed to make all behaviour manageable whilst providing opportunities for the individual child to make the necessary improvements to their behaviour. It is also designed to set a hierarchy of intervention where children are given clear and consistent messages about the consequences involved in making future choices about their behaviour.
More formal consequences could include:
- Use of informal Pupil Behaviour Chart or RAG Timetable
- Pupil may be taken to discuss behaviour with a member of the SLT.
- Parents may be invited in to discuss the behaviour

- Initiation of formal Pupil Behaviour Logs/Plans/Records

5.2.3 In cases of more significant misdemeanours the teacher may wish to 'fast-track' the process. The definition of a serious breach of discipline depends upon the context, the level and the complexity of the behaviour in question but could include:
- sustained refusal to work
- sustained refusal to comply with adult instructions or directions
- severe disruptive behaviour
- extreme rudeness
- verbal abuse
- physical abuse or assault
- deliberate damage to property
- leaving (or repeatedly attempting to leave) the school premises without permission

In the event of escalating or continued incidents of inappropriate behaviour, the pupil should be referred to a member of the School Leadership Team (SLT). In more significant cases, or if the problem continues following referral to a member of the SLT, the pupil will be referred to the Assistant/Deputy Head teacher. Similarly, if the behaviour is more serious or persists, the pupil will be referred to the Head Teacher. Normally at this stage, the parents will be contacted and invited to the school to discuss the situation and seek a mutually agreed way forward e.g. Behaviour Support Plan.

At this stage, and depending upon the wider context, it may be appropriate for the school and parents to consider the pupil accessing Rainbow Cove, Archbishop Benson's bespoke mainstream provision for pupils with complex needs. At this stage, individualised behaviour care plans, risk assessments and access to alternative SEMH provision will be put in place.

Incidents of significant inappropriate behaviour are recorded and dated on CPOMs. These records serve not only as an accurate record of what has happened, but also help provide a longer- term picture, enabling any possible patterns to be seen.

Persistent anti- social behaviour or that representing direct and extreme challenge to the school will be fully supported as outlined in Section 6: BESD Management. A serious breach or persistent breaches of our Behaviour for Learning Policy compromise:
- the efficient education of the pupil and other pupils in the school
- the safety and welfare of the pupil and others in the school
- the organisational efficiency of our school as a learning environment and a place of work.

Where certain behaviours continue, e.g. as outlined in 5.2.3, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school, this could lead to either a fixed term exclusion being implemented to enable the school to seek external professional support, review current provision and make reasonable adaptations.

5.3 Restorative Justice
All children from time to time have conflicts over a wide range of issues. It is vital that these are dealt with in the proper way. The following method should be used when dealing with all serious conflicts

- Decide upon a suitable time to deal with the issue
- Listen to all the parties concerned individually or collectively and record important details in a brief report. Use open questions and deal with the primary behaviour
- Assure the children that the situation will be dealt with until it is resolved
- Make children aware of the consequences of their actions and the rules they have disregarded
- Offer appropriate pastoral support or mediation to pupils
- Take the necessary action in line with this policy including informing other relevant adults in and out of school as appropriate (e.g. class teacher, senior manager, lunchtime supervisor etc.)

Pupils and families may benefit from Protective Behaviours – a practical approach to personal safety. It is a process which encourages self-empowerment, using the language of safety and consent, and brings with it the skills to avoid feeling and being victimised.
Theme1: "We all have the right to feel safe all the time"
Theme 2: "I have the right to feel safe and the responsibility to respect everyone else has the right to feel safe too.

6.0 Support with Social, Mental and Emotional Health
6.1 The vast majority of pupils at Archbishop Benson respond positively when staff work within our policy guidelines. A small percentage of our pupils may need additional support to improve their behaviour.

Within the new SEN Code of Practice, behaviour has been removed as one of the areas of special needs as unwanted behaviour on its own will no longer be considered to be a form of SEN. We are expected to find out and address the reasons behind the behaviour.

Social, Mental and Emotional Health
This is one of the four areas of need and disability.
"*Children and young people may experience a wide range of **social and emotional difficulties (1)** which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.*
 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties." (SEN Code of Practice)

We have pupils with social and emotional difficulties that manifest in challenging behaviour such as
• being withdrawn and isolated, disruptive and disturbing;
• being hyperactive and lacking concentration;
• having immature social skills;
• or presenting challenging behaviours arising from other complex special needs

Some social and emotional difficulties may have a probable **biological causation (2)**:
There need not be a medical diagnosis for a child or young person to have a social or emotional difficulty that manifest in challenging behaviour. Children and young people with a medical diagnosis, could include emotional disorders such as depression and eating disorders; conduct disorders such as oppositional defiance disorder (ODD); hyperkinetic disorders including attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD); and syndromes such as Tourette's

There is also a relationship between **disability (3)** and social, emotional and mental health. Many children and young people with challenging or disruptive behaviour are also covered by the Disability Discrimination Act 1995 (DDA). The DDA says: 'someone has a disability if they have "*a mental or physical impairment that has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*".' The terms 'long-term' and 'substantial' provide a relatively low threshold and therefore include a significant group of children within the definition.

The impact of **social factors (4)** on social, emotional and mental health is also recognised:
'Early childhood experiences can have a major impact on later development, with the lack of a positive attachment to an adult being seen as particular detrimental to some children. Parents are the biggest influence on a child's development. Social circumstances can also impact on development. Children who experience family difficulties, including parental conflict, separation, neglect, indifference or erratic discipline, are more likely to develop social & emotional difficulties with related behavioural issues'

6.3 For those pupils who need additional support to improve their behaviour, we do this by working in line with this policy and by putting in more scaffolding, tailored to the specific needs of each pupil. This might include:
- varying classroom management
- changing adult input
- making routines more detailed & structured
- introducing personalised behaviour strategies
- using weekly BfL timetables
- maintaining a daily report
- initiating a formal Pupil Behaviour Log/Records
- drawing up an Individual Behaviour Plan (and possibly a behaviour contract too), detailing action to be taken when identified behaviour occurs. This is shared with the pupil, parent and other staff (for consistency).
- Accessing bespoke provision within our Rainbow Cove nurture group.

6.4 Managed Moves
6.4.1 The school will consider the use of a managed move between schools as an intervention to reduce the risk of a child being permanently excluded. Current government guidance *Exclusion from Maintained Schools, Academies and Pupil Referral Units* (2012) advises school leaders that:
'A pupil can transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents.

6.4.2 What is a Managed Move?
A Managed Move is a formal agreement between two schools, a child and his/her parents. It allows a child at risk of permanent exclusion to transfer to another school for a trial period of 16 school weeks. If the move is deemed to be a success, at this end of this period, the child will formally transfer to the proposed school. If, during this period, the move is unsuccessful, the child will return to their home school. The move requires the agreement of the child's parent, the head teacher of the child's current school (the home school), the head teacher of the proposed school, and the appropriate lead/officer from the LA.

6.4.3 Criteria for a Managed Move
- The child was previously highlighted to the LA as being at risk of permanent exclusion.
- The school, family and LA Lead share the view that the home school has, at present exhausted all reasonable strategies to prevent a permanent exclusion.
- The school, family and the LA Lead share the view that the proposed school is likely to be able to offer something sufficiently different to make the Managed Move viable. This may be the size/location of the school or a new peer group/teaching team/curriculum, depending on the particular issues at the home school.
- There is a clear audit of the child's strengths and capabilities that can form the core of a transition plan in the proposed school.
- The family is committed to supporting the process.

6.4.4 Head teachers should consider the use of Managed Moves in the context of the following:
- The school's behaviour and SEN policies which include a commitment to a range of responses to breaches of the school's behaviour policy e.g. Behaviour/Pastoral Support Plans (PSP) or equivalent and CAF if appropriate.
- Current government guidance *Exclusion from maintained schools, Academies and pupil referral units in England 2017*, which states that parents should never feel pressured into removing their child from a school under threat of a permanent exclusion.

6.4.5 Before setting up a Managed Move, school staff should ensure that they have followed the SEN Code of Practice so that the child has clearly identified BESD needs e.g. IBP/PSP and that a range of strategies have been tried which involve outside agencies as appropriate eg
- Education Psychology Service
- Behaviour Support Service
- Other Outreach Services e.g. Youth Support Service
- CAF
- Parenting support

A crisis may precipitate unexpected and challenging behaviour, in such cases a Managed Move may supersede a PSP or IBP.

7.0 Roles and Responsibilities of Staff

7.1 The responsibility for ensuring that our behaviour expectations are effective and consistently applied belongs to all members of the school community. This role extends throughout the school day (including the journeys to and from school) and covers any part of the school grounds and beyond. At Archbishop Benson School **we all have a responsibility to**:

- read this policy
- understand it
- ensure that our practice is always in line with it
- be proactive in implementing it
- continually seek to further improve our behaviour management skills

We encourage pupils to tell an adult, if they see/know that someone is doing the wrong thing. We explain that this is how we look after each other – that it is a good thing to do.

Any child/adult who witnesses inappropriate behaviour, and says or does nothing is an accessory to that behaviour; is colluding with the wrong doing and giving permission to the perpetrator to do it. We do not tolerate the concept of "grassing is a bad thing"- instead, we encourage and applaud it.

7.2 Class teachers

- ensure that routines, rules & rewards are a focus in the classroom and in the language used.
- ensure consistent day-to-day management of behaviour and discipline within the school;
- ensure quality first teaching and learning in the classroom with appropriate differentiation
- classroom climate – ensure that pupils feel emotionally and physically safe
- best planned use of teaching assistants, and other resources, to support learning and behaviour
- advise and support other staff (TAs) on effective behaviour strategies, including IBP's (Individual Behaviour Plans) for particular pupils
- keep succinct, detailed records of incidents/improvements to monitor progress and to establish patterns
- develop positive relationships with parents to support pupil behaviour
- support the early identification of pupils with emotional and behavioural difficulties (BESD)

7.3 Teaching Assistants/HLTAs

- support the teacher with teaching and behaviour management at all times
- ensure that routines, rules & rewards are a focus in the classroom and in the language used.
- support the development and maintenance of a positive classroom climate
- help pupils to manage their behaviour positively in the classroom and the playground at all times

7.4 Lunchtime Supervisors and Kitchen Staff

- be familiar and remain updated with the school rules and Code of Conduct
- be positive role models to the children at a crucial time in their daily routine.
- support positive behaviour using the strategies agreed as a school
- have a clear understanding of each child's behavioural needs, if they have any, and the surrounding context.

7.5 SENCO
- support the early identification of pupils with emotional and behavioural difficulties (BESD)
- provide advice/support/training for staff on strategies to promote positive behaviour and deal with inappropriate behaviour
- write, implement and review behavior support plans, liaising with and referring to the relevant professionals for additional advice or guidance
- co-ordinate meetings and reviews of pupils identified as having BESD

7.6 Senior Staff
- ensure that routines, rules & rewards, and the language used, are a continuous focus across the school
- support teachers and teaching assistants to manage behaviour effectively through continuing professional development – not by doing it for staff
- support pupils with understanding the school's approach to behaviour management
- support parents with understanding the school's approach to behaviour management, and with behaviour management techniques
- organise or coordinate training and/or external agency involvement, where required, to reinforce or strengthen our whole-school approach to Behavior for Learning.

7.7 Pupils
- understand the school's approach to behaviour management
- improve their own behaviour, in line with our policy, so that they consistently show emotionally intelligent behaviour
- support their peers to improve their behaviour, in line with our policy
- take responsibility for their actions and the way in which they interact in their school and local community.

7.8 Parents
- support the school's approach to behaviour management, in line with this policy
- know and uphold the school rules and our Code of Conduct
- discuss the school rules with their child, emphasising their support of them and assisting when appropriate with their enforcement
- attend parents' evenings and school functions and by developing positive informal contacts with the school.

7.9 Governors
- approve the school's policy
- support the school with its implementation
- hear the case for fixed term/permanent exclusions, and to decide on the appropriate course of action.

8.0. Exclusion of Pupils

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The headteacher can use exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would significantly harm

- the efficient education of the pupil and other pupils in the school
- the safety and welfare of the pupil and others in the school
- the organisational efficiency of the school as a learning environment and a place of work.

Appendix 3 contains the National Standard list of reasons for exclusions. It should be noted that this list is not exhaustive.
Behaviour outside of school can also be a reason for exclusion. This would include behaviour on school trips, behaviour when in school uniform, behaviour on the way to and from school and behaviour which may bring the school into disrepute

8.1 As stated previously regarding internal exclusions, the aim of a fixed- term external exclusion is again not simply to act as a sanction. This arrangement primarily seeks to create the required time and space for the school to re-assess the child's needs and to secure the support and resources which will be needed to successfully re-integrate and include that child. The school will seek to make all reasonable adjustments within the parameters of a main-stream setting. This could include:
- Implementation of new individual risk assessments
- Implementation of an Individual Safety Plan and/or an Individual Behaviour Plan
- The involvement of agencies able to offer specialist support
- Enhanced internal support
- Bespoke external support and assessment
- An altered timetable, and perhaps even a part-time timetable if this was agreed by the relevant parties

It also offers an immediate, short-term arrangement so that the learning and teaching for the majority of pupil in a particular class or across the school can continue uninterrupted and that the impact of any excluded child's persistently disruptive behaviour on the health and well-being of staff and pupils can be assessed and addressed.

8.2 Fixed term exclusions

Where problematic pupil behavior is severe or recurring, or where it represents direct and extreme challenge to the school, the exclusion procedures (using the recommendations set out in the Local Authority guidelines) are implemented, after consultation with the Governing Body. The duration of the exclusion will be based on the severity of the problem. There are 3 types of exclusion, these are;

8.2.1. Fixed term for 15 school days or less.

If a child is excluded for 15 days or less there is no legal right of appeal. However, the Discipline Committee of the Governing Body has a duty to listen to any representation a parent may wish to make, although they cannot overturn any exclusion of less than 6 school days.

8.2.2 Fixed term for 16 - 45 school days

For fixed term exclusions exceeding 15 days and permanent exclusions, the clerk to the Discipline Committee must convene a meeting to consider the exclusion (including any amalgamation of more than 15 day exclusion in any term). The school remains responsible for setting and marking work during the exclusion process. When exclusions exceed 15 school days the LA will liaise with the school to ensure educational provision is being provided, and will assist with these arrangements if necessary.

8.2.3 Permanent

A permanent exclusion means that a child is not anticipated to return to that school. During an exclusion of any length it is important that the child does not go into the school site **at any time,** unless invited to for a Discipline Committee Meeting. The decision to exclude a pupil from school for any length of time should not normally be made in the heat of the moment. The headteacher should ensure he or she has all the relevant facts and firm evidence to support any allegations made before making a decision. **NB**: In the event of particularly severe incidents of bad or dangerous behaviour, this procedure may be partially abandoned and arrangements will be made for the pupil to be taken home straight away.

8.2 When is exclusion appropriate?

A decision to exclude a child for a fixed period or permanently should only be taken:
- In response to serious breaches of a school's discipline policy.
- If a range of alternative strategies (using the Formal Sanctions Procedure has been tried and the unacceptable behaviour continues to present itself.
- If allowing the pupil to remain in class would seriously harm the education and welfare of the pupil or other members of the school community.

Only the Headteacher can exclude a child from the school. In the Headteacher's absence, authority is delegated to the Deputy/Assistant Headteacher.

Before the decision to exclude is taken the Headteacher (or Assistant Headteacher) will take the following steps:
- Take time to consider all relevant facts and not act "in the heat of the moment"
- Allow the pupil(s)concerned to give their version of events
- Check whether an incident appeared to be provoked by racial, verbal , emotional or physical harassment.

After the decision is taken to exclude **(fixed term of 15 days or less)** the Headteacher will:
- Notify the parents immediately, ideally by telephone and send a letter within one school day.
- Inform the Discipline Committee and the LA immediately if the exclusion means that in total the pupil has missed more than 5 school days in a term or will miss a public examination.
- Collate all the relevant evidence

After the decision is taken to exclude **(fixed term more than 15 days, or an aggregate of more than 15 days in any one term)** the Headteacher will:
- Notify the parents immediately, ideally by telephone and send a letter within one school day.
- Inform the Discipline Committee and the LEA immediately
- Collate all the relevant evidence

After the decision is taken to **permanently** exclude the Headteacher will:
- Notify the parents immediately, ideally by telephone and send a letter within one school day.
- Inform the Discipline Committee and the LA immediately if the exclusion means that in total the pupil has missed more than 5 school days in a term or will miss a public examination.
- Complete and collate all relevant evidence, including a PEX form.

Parents have the right to appeal against the decision to exclude the child if the child is excluded for more than 5 days. Parents should contact the school and ask to speak to the Clerk to the Discipline Committee.

8.3 Post-Exclusion

On (a possibly staged) return to school following exclusion, a post-exclusion plan will be implemented to ensure all staff use a consistent approach in working with the pupil, and to attempt to discourage further reasons for exclusion. The plan will where possible be drawn up in conjunction with the parents following the process outlined below:
- on return to school a meeting will be arranged with the Head Teacher, parents and pupil, in order to outline the action plan and expectations;
- a home/school book may be used to keep parents and school informed of progress on a daily basis;
- strategies to minimise the reoccurrence of the behaviour resulting in the exclusion will be implemented and discussed with all staff who come into contact with the pupil, e.g. if the problems are generally occurring in the playground, the amount of time initially spent in the playground will be limited, and built up gradually. Special activities to support the development and acquisition of skills required to play co-operatively may be offered during this time, etc.

9.0 Safeguarding (Please refer to our Safeguarding Policy for further details)

The health, safety and well-being of every member of the school community is our paramount concern. Our vision states that our children should enjoy their time & their learning as pupils at this school. Our safeguarding provision is committed to underpinning this policy by:
- establishing and maintaining an environment where children feel safe and secure
- ensuring that children know that there are adults in the school whom they can approach if they are worried about anything inside or outside school.
- including opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from peer pressure, bullying, harm or abuse.

Staff must immediately report any worrying/unusual behaviour to the Designated Safeguarding Lead Such behaviour may warrant the involvement of parents, Social Services, medical services or an assessment by the Educational Psychologist. The Pupil Welfare Group will support the headteacher in making that decision.

10.0 Vulnerability to radicalisation or extreme view points (Please refer to our Prevent Policy)
We recognise our duty to protect our pupils from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The schools aims to safeguard our pupils through educating them on the appropriate use of social media and the dangers of downloading and sharing

inappropriate material which is illegal under the Counter-Terrorism Act. The school vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically. Our definition of radical or extreme ideology is 'a set of ideas which could justify vilification or violence against individuals, groups or self.' Staff are trained to be vigilant for spotting signs of extremist view and behaviours and to always report anything which may suggest a pupil is expressing opinions which may cause concern. Our core mission of equality and diversity permeates all we do. We place a strong emphasis, in keeping with our Christian ethos, on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our pupils' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions.

11.0 Bullying (refer to Policy for Anti-Bullying for further details)
Pupil definition: Bullying is "when a person or group deliberately and repeatedly hurts you physically, or hurts your feelings making you feel sad or scared."

At Archbishop Benson School, staff, governors, parents and pupils work together to create a happy and caring learning environment. Bullying, either verbal, physical or indirect, is never tolerated or ignored. All forms of bullying, including racist, sexist, homophobic or disability prejudice or abuse – are unacceptable. Any such incidences will be challenged and dealt with in line with this policy.
It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.
   - Every instance needs to be addressed, in line with our Anti-Bullying policy, with each pupil involved taking responsibility for his/her actions, apologising and agreeing to stop the behaviour causing concern
   - This agreement needs to be monitored by the class teacher, supported by senior leaders, to ensure that the bullying has ceased.
   - Support needs to be offered to both the victim & the perpetrator.
   - Parents should be informed and engaged by the class teacher or a senior leader.
   - All instances of bullying must be recorded in Bullying Behaviour Log and reported to governors termly

Anti-Bullying strategies and support are outlined in;
   • Our Friendship Code leaflet (for children)
   • Pupils' Guide to S.T.O.P. Bullying leaflet
   • Parents' Guide to Concerns About Bullying leaflet

12.0 Physical Intervention (Please refer to our Physical Restraint Policy for further details)
We pride ourselves on providing a safe learning environment for our pupils. Sometimes, some of our children may get anxious or agitated. At such times we use communication skills, distraction techniques and the removal triggers where possible, to help pupils to calm down. However, there may be rare occasions when children need more help to calm down – this may require staff physical intervention to ensure the pupil's own safety, the safety of other pupils and staff, or that property is not seriously damaged. Physical restraint is the positive application of sufficient force to ensure, by physical means alone, that a pupil does no injury either to him/herself, a member of staff, another pupil or property.

All staff can use force to restrain a child where there is a perceived risk of injury, damage to property or a persistent threat to order in the classroom

This use of force should be reasonable, proportionate & necessary. It should match the perceived level of risk or challenge. It should rarely be used, and only after all other interventions have been exhausted, and only by staff who have had the recognised Team Teach training, and this is up to date. Restraint should only be used if the pupil is putting him/herself or others in danger and where failure to intervene would constitute neglect.

Staff involved in any incident where physical restraint is used must ensure the completion of a Physical Restraint Incident Report for each incident. The DSL and/or DDSL are responsible for ensuring that all incidences involving physical restraint are recorded on the Physical Restraint summary record & monitored. Children who are likely to need help in this way will normally have an Individual Behaviour Management Plan and/or Individual Physical Restraint Plan which is based on an Individual Risk Assessment.

13.0 **Attendance and Truancy** (Please refer to our Pupil Attendance Policy)

At Archbishop Benson School, we recognise the correlation between good attendance, secure learning and positive behaviour. All staff are concerned about each pupil's safety, welfare and the continuity of their learning. In order to secure pupil engagement and to respond to potential disaffection, we take a pro-active approach to encouraging good punctuality and attendance and challenging persistent absence or truancy. As part of this approach the school has adopted the policy of contacting parents of pupils on the first day of their absence as well as additional strategies like weekly tracking, late gates, attendance clinics and the involvement of the Education Welfare Officer

To promote the positive impact of good attendance on pupil behaviour learning, whole-school celebrations include termly certificates for all pupils with 100% or with most improved attendance.

14.0 **Parents and School Working Together**

As a school, we recognise the importance of pro-active home school links. This partnership is vital in the development and maintenance of positive behaviour.

- The co-operation of parents is actively sought in encouraging pupils to work within the school and class rules, and their support is appreciated greatly within this partnership. Parents have the opportunity to discuss all aspects of their child's progress in school (including behaviour) at the termly parent evenings.
- If a parent has any concerns regarding their own child's behaviour or that of other pupils at the school, they are encouraged to see the class teacher, the SENCOs or headteacher as soon as possible to discuss the concerns and the way forward.
- In the same way, if a teacher has concerns regarding a pupil's behaviour, the school will contact the parents to discuss with them collaboratively and seek to identify causal factors as well as determine solutions.
- We are committed to a strong partnership between the home and school. Part of that partnership involves a shared commitment between both staff and parents, as well as between parents themselves, to maintaining good working relationships so that we ensure a safe and positive school environment for all our children and their families.

Where parents or carers may have an issue or concern relating to their child, we ask them to always work directly with the school. It is never appropriate for a parent/carer/adult to approach someone else's child, at any time, in order to discuss an issue or to chastise them in any way because of the actions of this child towards their own child. Such an approach to a child has the potential to be seen by other parents as a form of bullying or assault on their child and can result in the incident escalating far beyond the original intention.

- On a similar note, we also ask parent to refrain from informing other parents of events they believe have happened in school relating to their children, particularly where it is reported that those children may have been in trouble of some kind.
  There is a real likelihood that the information being shared will not reflect the context of the incident nor include the full facts. Other parents may feel they are being helpful but actually it frequently has the opposite effect

- Any form of aggressive or anti-social behaviour towards a member of the school community will be challenged by the school and appropriate action, based on LA guidance, will be taken which could ultimately lead to the issuing of a banning notice.

15.0 External Working Links
At Archbishop Benson School we value the positive relationships that have been built between the school, the local community, the Local Authority and a range of external agencies. We recognise the positive benefits that such multi-agency working partnerships bring to the school and work closely with a range of services and professional to nurture the highest possible standards of behaviour for al the pupils attending Archbishop Benson School. In promoting positive behaviour and creating the best possible environment in which teaching and learning for all pupils can take place, we actively work in partnership with:

- Social Services
- Behaviour Support Service
- Educational Psychologists
- Education Welfare Officers
- Child and Adult Mental Health Service
- Local Safeguarding Children's Board
- ABC (Anti-Bullying in Cornwall) Team
- Cornwall Healthy Schools' Team
- Penhaligon's Friends.

16.0 Training & Continuing Professional Development
In order to ensure all staff have the appropriate skills, knowledge and understanding to successfully support the development of positive behaviour, and deal effectively and in a consistent manner with inappropriate behaviour, a range of training opportunities are available. These include:

- in-service training led by school based staff
- in-service training led by outside agencies or consultants;
- centre based training led by the LA for staff and governors;
- local or national conferences featuring specialist speakers on the subject.

In order to further improve practice, staff can

- apply to go on individual courses out of school, as part of their individual Continuing Professional Development identified in their Performance Management meetings
- ask for in-house individual development opportunities e.g. by observation and learning dialogues with staff, with identified best practice
- attend training sessions on behaviour management specific to a key stage/cohort/pupil group

Positive behaviour management is incorporated into all our Tier 1 and Tier 2 Safeguarding training for support staff and teachers respectively. Designated members of staff have also undertaken Tier 3 safeguarding training, including Team Teaching, to ensure effective focused behaviour management for some of our most vulnerable pupils.

17.0 Monitoring and Evaluation.
We need consistent behaviour management throughout the school, appropriately adapted to the age/ability of the pupil.
The effectiveness of our day-to-day behaviour management is monitored and evaluated through:
- observing and feeding back to staff on observed good practice and areas for development
- facilitating ongoing dialogue between members/groups of staff and additional agencies, if involved.
- Ensuring that the appropriate individual or group (i.e. class teacher, key stage coordinator, Pupil Welfare Group, SLT) is involved in assessing & responding to general or special behavioural issues

The headteacher monitors, evaluates and revises where necessary, the effective implementation and impact of this policy using a range of sources:
- Pupil, parental & staff feedback
- Governor reports
- General Incident Reports
- Class Behaviour Tracking Overviews
- Pupil Behavior Tracking Overview
- Bullying Behaviour Log

The above records are also monitored and evaluated by the Safeguarding Governor.

APPENDICES

Appendix 1: Pupils' Guide to The Fellowship Code

Appendix 2: Parents' Guide to Pupil Behaviour Management in School

National Standard List of Reasons for Exclusions
(This list is not exhaustive)

1. Physical assault against pupil
- Fighting
- Violent behaviour
- Wounding
- Obstruction and jostling

3. Verbal abuse/ threatening behaviour against pupil
- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon

5. Bullying
- Verbal
- Physical
- Homophobic bullying
- Racist bullying

7. Sexual misconduct
- Sexual abuse
- Sexual assault
- Sexual harassment
- Lewd behaviour
- Sexual bullying
- Sexual graffiti

9. Damage
- Vandalism
- Arson
- Graffiti

11. Persistent disruptive behaviour
- Challenging behaviour
- Disobedience
- Persistent violation of school rules

2. Physical assault against adult
- Violent behaviour
- Wounding
- Obstruction and jostling

4. Verbal abuse/ threatening behaviour against adult
- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon

6. Racist abuse
- Racist taunting and harassment
- Derogatory racist statements
- Swearing that can be attributed to racist characteristics
- Racist bullying
- Racist graffiti

8. Drug and alcohol related
- Possession of illegal drugs
- Inappropriate use of prescribed drugs
- Drug dealing
- Smoking
- Alcohol abuse
- Substance abuse

10. Theft
- Stealing school property
- Stealing personal property (pupil or adult)
- Stealing from local shops on a school outing
- Selling and dealing in stolen property

12. Other
Includes incidents that are not covered by categories 1-11 but this category should be used sparingly

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